

PS 0300 - COMPARATIVE POLITICS

Department of Political Science
University of Pittsburgh
Mondays 6:00-8:30 pm, 231 Lawrence Hall
Syllabus – Fall 2022

Instructor: Alex Honeker

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Office Hours: Mondays 3-5pm; Wednesdays & Fridays 11am-1pm; and by appointment

COURSE DESCRIPTION AND GOALS

The goal of this course is to introduce students to both the comparative method and the comparative field of study in political science. We will focus on both the institutional and behavioral foundations of comparative politics. The course will consist of four main sections: **1)** Introduction to Comparative Politics and the Comparative Method; **2)** Regime Types and Political Institutions; **3)** Parties, Elections, and Political Behavior; and **4)** Comparative Political Economy.

In **section 1**, we will study the difference between comparative politics as a method of study—that is, the comparative method—and as a subject of study—that is, the study of politics in different countries. In **section 2**, we will explore questions such as: Is democracy backsliding around the world? What is the difference between illiberal democracies and autocracies? Do countries have different political cultures? What is populism? What are the main characteristics of parliamentary systems? In **section 3**, we will answer questions like: What type of divisions give rise to different political parties? What are the implications of different electoral systems? How is ideology related to individuals' personality? What does it mean to be a "liberal" or a "conservative" in Europe and Latin America? What is the effect of social media on mass protest? How do group identities influence people's politics? At the end of the course, in **section 4**, we will cover a topic of increasing salience in world politics: comparative political economy. We will explore questions like: What is the effect of globalization on domestic politics? What determines people's attitudes towards trade, immigration, and international organizations? Does the rise of populism mean the end of globalization? Do countries have different varieties of capitalism?

While the main purpose of the course is to introduce students to the **theoretical foundations** of comparative politics, the course will also provide **practical lessons** and assignments to strengthen students' **writing and quantitative skills**. Besides writing assignments, students will be introduced to the R statistical software—widely used in both academic and non-academic settings—and perform basic data analysis and visualization using popular political science datasets. Finally, students will also have an overview of the **scientific study**

of politics, with lessons on how to read political science articles, how to read regression tables, and a basic understanding of the use of experimental methodology in social science.

LEARNING OBJECTIVES

By the end of this course, students will be able to:

- Understand the difference between comparative politics as a field and the comparative method of study.
- Compare and contrast regime types and other institutional aspects of political systems around the world.
- Explain how citizens' political attitudes are formed and how elites are affected by—and affect—them.
- Critically evaluate the interactions between different institutions, the role of political actors, and the processes shaping citizens' attitudes towards government and society.
- Summarize and assess the basic findings in a scientific article.
- Make use of basic data analysis and visualization functions in the R statistical software.

COURSE PREREQUISITES

This course does not require any previous knowledge on the subject.

REQUIRED READINGS

1. There is one **required book** for this course, which is available at the Pitt Bookstore and on-line on Amazon (including a more affordable Kindle version) and other vendors:
 - McCormick, John, Hague, Rod, Harrop, Martin. (2022). *Comparative Government and Politics*. 12th Edition. Bloomsbury. [Denoted as MHH].
2. All other readings and materials will be posted by the instructor on **Canvas**, as specified in the class schedule below. Assigned readings should be done **before** the respective class.

REQUIRED SOFTWARE

1. Students will need to bring their **laptops** to class to use only when we perform practical lessons in class.

2. Students will need to download “**R Studio**” in their laptops. This software is freely available online. We will go over how to do this in class.

CLASS ORGANIZATION

Each class will typically have the following components:

1. **Discussion of news events.** We will begin each class by discussing news events happening the previous week around the world. The idea of this component is to motivate students to follow political news and become engaged with global events. This will count towards the participation grade. Students are encouraged to read both domestic and international sources. Some suggestions are the following:
U.S. sources: [The Washington Post](#); [The Wall Street Journal](#); [CNN](#); [The New York Times](#); [Fox News](#); [Bloomberg](#); [NPR](#).
International sources: [The Economist](#) (UK); [BBC News](#) (UK); [Der Spiegel](#) (Germany); [Deutsche Welle](#) (Germany); [Reuters](#) (International); [France 24](#) (France); [El País](#) (Spain); [Le Monde](#) (France); [Al Jazeera](#) (Qatar); [The Guardian](#) (UK); [The Times of India](#) (India).
2. **Lecture component(s).** After discussing news events, we will have a lecture-style component where we will go over the main concepts of the week’s topic/s and discuss the week’s mandatory readings. This component will usually include short videos. The lecture may be divided in two or more sections during the class with other activities in between.
3. **Group activities, polls, and class discussion.** We will have a series of group activities to discuss the material from the lecture and videos as well as in-class polls to make the class more interactive. Students are expected to actively participate in both group and general class discussions and activities. This will count towards the participation grade.
4. **Break.** Since this is a two-and-a-half-hour class, we will have a 15-minute break somewhere in the middle of the class.
5. **Practical lesson.** Some classes will incorporate a more practical component, where we will apply some of the topics learned into practical activities. For instance, students will learn how to read a scientific paper, how to read a regression table, how to visualize data in R, among others. This component is intended to strengthen students’ quantitative skills.

EVALUATION CRITERIA

Your grade will consist of the following components:

1. Country Analysis Paper **30%**
2. Data Analysis Paper **10%**
3. Midterm Exam **20%**
4. Final Exam **20%**
5. Class Participation **20%**

1. **Country Analysis Paper.** You will choose a country (other than the U.S.) by September 19. You will then write a 5 to 6-page paper (excluding bibliography) where you will analyze the institutional setup of this country and compare it with the United States. You will need to cover all the following topics: regime type (democracy, autocracy, etc.), executive system (presidentialism, parliamentarism, etc.), legislature (bicameral vs. unicameral), electoral system, and party system. Besides comparing the chosen country with the U.S., you will give your critical perspective about the advantages and disadvantages of each set of institutions in both countries. You will conclude by providing your “ideal institutional setup” if you had to choose a set of institutions for a hypothetical new country. A more detailed description of this assignment along with a grading rubric will be provided on Canvas. The paper should be 5-6 pages long, double-spaced, and use 12-point Times New Roman font. The paper should be uploaded on Canvas by 11:59pm on Thursday, November 17.
2. **Data Analysis Paper.** You will use one of the datasets used in the practical lessons in class and compare the country you chose in the first paper above with the United States. Specifically, you will generate 3 graphs or figures comparing 3 aspects of your choice (e.g., electoral system, number of parties, parties’ ideological positions, etc.) between the two countries using what we have learned in class in R. Datasets will be provided to you on Canvas and you will also have access to the R code used in our class lessons. You will need to turn in a short paper (2-3 pages) including the 3 figures and a description of what they show (along with a paragraph introduction and a paragraph conclusion) and the R script that you used to generate the figures. I should be able to replicate the graphs you made with the R script you turn in. A more detailed description of this assignment along with a grading rubric will be provided on Canvas. For this paper, you can choose to work in groups of up to 4 students or individually. The paper should be uploaded on Canvas by 11:59pm on December 2.
3. **Midterm Exam.** There will be a midterm exam covering the content from the first half of the course (classes 1-5). The exam will be administered during class on October 10 and will consist of multiple-choice, short-response, and fill-in-the-blank questions. You will not have access to your notes or book/readings.

4. **Final Exam.** There will be a final exam covering the content from the second half of the course (classes 6-12). The exam will consist of multiple-choice, short-response, and fill-in-the-blank questions. You will not have access to your notes or book/readings. The date and time of the final will be announced by the Registrar.
5. **Class Participation.** Your participation grade will be based on your engagement in class discussions and activities. Specifically, you are expected to read the assigned readings before class so you can actively participate, read the week's news and engage in our news events discussion at the beginning of each class, and participate in the polls, quizzes and other activities we do in class. I may ask you to complete some polls and online quizzes before class to use for specific activities. Failure to complete these polls and quizzes will affect your participation grade. You will receive no participation points if you are absent from class.

EXTRA CREDIT

You may choose one of the scientific articles assigned during the semester (see below) and provide a short (2 or 3-page) **response paper**. Up to 5 points will be added to your final exam grade. This paper should summarize and analyze the article. Specifically, you should identify the research question, main argument, dependent and independent variables, results, and implications. You should also provide a short criticism of the article (What is missing? What could be done differently?). A more detailed description of this assignment along with a grading rubric will be provided on Canvas. Papers should be 2-3 pages long, double-spaced, and use 12-point Times New Roman font. The response paper should be uploaded on Canvas by **11:59pm on Monday, December 5**.

List of articles to choose from:

- **Abou-Chadi, Tarik. (2016).** “Niche Party Success and Mainstream Party Policy Shifts: How Green and Radical Right Parties Differ in Their Impact.”
- **Hiscox, Michael. (2006).** “Through a Glass and Darkly: Attitudes Toward International Trade and the Curious Effects of Issue Framing.”
- **Malka, Ariel, Lelkes, Yphtach, & Soto, Christopher J. (2019).** “Are Cultural and Economic Conservatism Positively Correlated? A Large-Scale Cross-National Test.”
- **Sønderskov, Kim Mannemar, Dinesen, Peter Thisted, Finkel, Steven E., & Hansen, Kasper M. (2020).** “Crime Victimization Increases Turnout: Evidence from Individual-Level Administrative Panel Data.”
- **Tufekci, Zeynep, & Wilson, Christopher. (2012).** “Social Media and the Decision to Participate in Political Protest: Observations from Tahrir Square.”

- **West, Emily A. (2017).** “Descriptive Representation and Political Efficacy: Evidence from Obama and Clinton.”

GRADING SCALE

Letter grades will be determined in the following way:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A = 93-96	B = 83-86	C = 73-76	D = 63-66
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62
			F <60

REGRADING POLICY

Regrade requests must be made within one week after your graded assignment has been returned and must be submitted with a written statement of at least 150 words via email to a.honeker@pitt.edu. This statement should explain why you think the grade should be changed. Remember that, after re-evaluating your work, your grade may remain unchanged or be adjusted in either direction. There will be no grade changes after the final exam.

LATE ASSIGNMENTS

Late assignments will be penalized with a 5% reduction in the grade per day, unless you provide a documented medical excuse.

MAKE-UP EXAMS

If you have a medical or family emergency and cannot take the midterm or final exam in the scheduled date, you should inform the instructor (a.honeker@pitt.edu) as soon as possible and provide a documented excuse.

CLASSROOM CONDUCT

Students are expected to attend class on time and to actively engage in class discussions and activities. Additionally, students are expected not to engage on any behavior that may disrupt the learning process. Students are encouraged to actively participate in class discussions in an environment of free and open intellectual exchange and mutual respect. Any kind of disrespect towards another individual will not be tolerated.

STUDENT ACTIVITIES

Students are welcome to share with their classmates political activities they are involved in—for instance, volunteering work in non-profits, internships in partisan or non-partisan

organizations, activities from partisan and non-partisan groups, etc. If you would like to share an opportunity to volunteer, intern, or participate in activities like this, let me know and I can give you a couple of minutes in class so you tell your classmates about these opportunities. As the instructor of a diverse community of students, I will not personally endorse any of these activities. This is just a chance for students to share participation opportunities with their classmates.

ACADEMIC INTEGRITY

Students are expected to follow the University of Pittsburgh's [standards of academic integrity](#). These guidelines will be strictly enforced in this class. Therefore, plagiarism on your papers and/or cheating on your quizzes will not be tolerated. Anyone thought to have violated the standards of academic integrity will face university-sanctioned penalties, including, but not limited to, failing the class.

DISABILITY RESOURCES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course.

For more information, please visit: <https://www.studentaffairs.pitt.edu/drs/>.

WITHDRAWAL DEADLINE AND “G” GRADES

Students may experience undue difficulty in this term. Understand that there is the option to withdraw from a class if it's not going well. The withdrawal deadline for Fall 2022 is October 29th, and you can contact StudentRecords@as.pitt.edu to learn more/complete the withdrawal paperwork. If we near the end of the class and you experience an unusual/unplanned disruption for a valid and demonstrated reason (e.g. significant medical emergency or death of a household family member), there is the option of an incomplete (G) grade. Send me an email if you experience such a disruption and we can discuss if a G can be used. Note that G's cannot be used to “make up” missed work.

PITT'S COVID-19 POLICY

Please follow Pitt's weekly status emails on Covid-related masking policy requirements. For all Covid-related information, please see www.coronavirus.pitt.edu.

COURSE SCHEDULE

SECTION 1: INTRODUCTION TO COMPARATIVE POLITICS AND THE COMPARATIVE METHOD

Class 1 – Monday, August 29

- **Topics:** Class Introduction; Comparative Politics and the Comparative Method
- **In-class video:** How bad is the crisis in democracy? (The Economist, 2019)
- **Readings:**
 1. MHH Chapters 1, 2
 2. Lijphart, Arend. (1971). “Comparative Politics and the Comparative Method.” *American Political Science Review*, 65:3, 682–693.
 3. Kopstein, Jeffrey, & Lichbach, Mark. (2005). “What Is Comparative Politics?” (pp 1-8). In *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. 2nd Edition.

Monday, September 5

- **Labor Day – No class**

SECTION 2: REGIME TYPES AND POLITICAL INSTITUTIONS

Class 2 – Monday, September 12

- **Topics:** States and Nations; Political Culture
- **Practical Lesson:** How to read a scientific paper
- **Class Discussion:** Clash of civilizations?
- **Readings:**
 1. MHH Chapters 3, 4
 2. Huntington, Samuel P. (1993) “The Clash of Civilizations?” *Foreign Affairs*, 72:3, 22-49.
 3. Said, Edward W. (2001). “The Clash of Ignorance.” *The Nation*.

4. Inglehart, Ronald, Norris, Pippa. (2003). "The True Clash of Civilizations." *Foreign Policy*, 135, 62-70.

Class 3 – Monday, September 19

- **Topics:** Liberal democracy, illiberal democracy, and democratic backsliding
- **Practical Lesson:** Intro to R software
- **Class Discussion:** Are illiberal democracies true democracies?
- **Readings:**
 1. MHH Chapter 5
 2. Zakaria, Fareed. (1997). "The Rise of Illiberal Democracy." *Foreign Affairs*, 76:6, 22-43.
 3. Bermeo, Nancy. (2016). "On Democratic Backsliding." *Journal of Democracy*, 27:1, 5-19.
- **Deadline to choose country for papers – Send to me via email by 11:59pm on September 19**

Class 4 – Monday, September 26

- **Topics:** Autocracies and authoritarian regimes; populism
- **In-class Videos:**
 - "Viktor Orban's 'illiberal democracy'" (BBC Newsnight, 2018)
 - "The collapse of Venezuela, explained" (Vox, 2017)
- **Class Discussion:** Are Hungary and Venezuela democracies? Similarities and differences
- **Practical Lesson:** How to read a regression table
- **Readings:**
 1. MHH Chapters 6, 7
 2. "Viktor Orban seizes control of Hungary's universities." *The Economist*. May 1, 2021.
 3. "Chávez's Authoritarian Legacy." *Human Rights Watch*. March 5, 2013.

Class 5 – Monday, October 3

- **Topics:** Presidential, Parliamentary, and Semi-Presidential Systems
- **In-class Video:** UK Prime Minister’s Questions
- **Class Discussion:** Presidentialism vs. Parliamentarism
- **Practical Lesson:** Data Analysis and Visualization in R using the World Values Survey
- **Readings:**
 1. MHH Chapter 8
 2. Linz, Juan. (1990). “The Perils of Presidentialism.” *Journal of Democracy*, 1:1, 51-69.

Class 6 – Monday, October 10

- **Topics:** Bicameral vs. Unicameral Legislatures
- **Class Discussion:** Advantages and disadvantages of second chambers
- **Midterm Exam:** In class
- **Readings:**
 1. MHH Chapter 9
 2. Russell, Meg. (2001). “What are Second Chambers for?” *Parliamentary Affairs*, 54, 442-458

SECTION 3: PARTIES, ELECTIONS, AND POLITICAL BEHAVIOR

Class 7 – Monday, October 17

- **Topics:** Political Parties and Party Systems
- **In-class Video:** “The Evolution of Germany’s Political Spectrum” (Bertelsmann Foundation, 2021)
- **Class Discussion:** Two-party vs. multiparty systems. What’s better for democracy?
- **Practical Lesson:** Data Visualization in R using the Chapel Hill Expert Survey

- **Readings:**

1. MHH Chapter 15
2. Abou-Chadi, Tarik. (2016). “Niche Party Success and Mainstream Party Policy Shifts: How Green and Radical Right Parties Differ in Their Impact.” *British Journal of Political Science*, 46:2, 417-436.
3. Spoon, Jae-Jae, & Klüver, Heike. (2019). “What explains mainstream party decline across Europe?” *LSE Democratic Audit*. December 3.

Class 8 – Monday, October 24

- **Topics:** Ideology and Public Opinion

- **In-class Video:** “The Big 5 OCEAN Traits Explained” (Practical Psychology, 2019)

- **Class Discussion:** Big 5 personality traits and ideology

- **Practical Activity:** U.S. vs. international ideological quiz

- **Readings:**

1. Malka, Ariel, Lelkes, Yphtach, Soto, Christopher J. (2019). “Are Cultural and Economic Conservatism Positively Correlated? A Large-Scale Cross-National Test.” *British Journal of Political Science*, 49:3, 1045-1069.
2. Gerber, Alan S., Huber, Gregory A., Doherty, David, Dowling, Conor M. (2011). “The Big Five Personality Traits in the Political Arena.” *Annual Review of Political Science*, 14:1, 265-287. [Read up to page 272 only].

Class 9 – Monday, October 31

- **Topics:** Elections and Electoral Systems

- **In-class Video:** “How preferential voting works in Australian elections” (Griffith University, 2019)

- **Class Discussion:** Majoritarian vs. proportional electoral systems

- **Practical Activity:** Simulation of electoral systems

- **Readings:**

1. MHH Chapter 14
2. “With different rules, some big elections in 2015 would have had very different outcomes.” (2015). *The Economist*. December 28.

Class 10 – Monday, November 7

- **Topics:** Electoral and Non-Electoral Political Participation
- **In-class Videos:**
 - “Hong Kong’s protests explained” (CBC News, 2022)
 - “From Lebanon to Chile, economic uncertainty is driving a wave of protests” (PBS Newshour, 2019)
- **Class Discussion:** Different types of protest
- **Readings:**
 1. MHH Chapter 13
 2. Tufekci, Zeynep, & Wilson, Christopher. (2012). “Social Media and the Decision to Participate in Political Protest: Observations From Tahrir Square.” *Journal of Communication*, 62: 363-379.
 3. Sønderskov, Kim Mannemar, Dinesen, Peter Thisted, Finkel, Steven E., & Hansen, Kasper M. (2020). “Crime Victimization Increases Turnout: Evidence from Individual-Level Administrative Panel Data.” *British Journal of Political Science*.

Class 11 – Monday, November 14

- **Topics:** Social and Group Identities
- **In-class Video:** “Multiculturalism a hot topic in Dutch election” (Al Jazeera English, 2017)
- **Class Discussion:** Ethnic and religious parties in liberal democracies
- **Readings:**
 1. Huddy, Leonie. (2013). “From Group Identity to Political Cohesion and Commitment.” In *The Oxford Handbook of Political Psychology: Second Edition*, pp 757-763. [Read only section 5: “Development of Group Identity”].
 2. West, Emily A. (2017). “Descriptive Representation and Political Efficacy: Evidence from Obama and Clinton.” *Journal of Politics*, 79:1, 351-355.
 3. Decker, Philip. (2020). “Immigrants Are Big Fans of Germany’s Anti-Immigrant Party.” *Foreign Policy*. January 15.
 4. Polimédio, Chayenne. (2018). “The Rise of the Brazilian Evangelicals.” *The Atlantic*, January 24.
- **Country Analysis Paper Due** - Upload on Canvas by 11:59pm on **Thursday, November 17**

Monday, November 21

- **Thanksgiving Break - No class**

SECTION 4: COMPARATIVE POLITICAL ECONOMY

Class 12 – Monday, November 28

- **Topics:** Comparative Political Economy and Globalization
- **In-class Video:** “Will Covid kill globalisation?” (The Economist, 2020)
- **Class Discussion:** Globalization, deglobalization, and populism
- **Practical Lesson:** Experimental designs in political science
- **Readings:**
 1. MHH Chapter 18
 2. Hiscox, Michael. (2006). “Through a Glass and Darkly: Attitudes Toward International Trade and the Curious Effects of Issue Framing.” *International Organization*, 60:3, 755-780.
 3. “Who will lose when globalisation retreats?” *The Economist*. March 2, 2017.
- **Data Analysis Paper Due - Upload on Canvas by 11:59pm on Friday, December 2**

Class 13 – Monday, December 5

- Course recap. Review for final exam
- **Extra Credit Paper Due (Optional) - Upload on Canvas by 11:59pm on Monday, December 5**

Final Exam - Time and Date TBD

COURSE SCHEDULE – SHORT VERSION

Class	Date	Topic/s	Required Readings	Assignment Due
Section 1: Introduction to Comparative Politics and the Comparative Method				
1	8/29	Class Introduction; Comparative Politics and the Comparative Method Discussion: How bad is the crisis in democracy?	- MHH Chapters 1, 2 - Lijphart (1971) - Kopstein & Lichbach (2005)	
	9/5	Labor Day - No class		
Section 2: Regime Types and Political Institutions				
2	9/12	States and Nations; Political Culture Practical Lesson: How to read a scientific paper Discussion: Clash of civilizations?	- MHH Chapter 3, 4 - Huntington (1993) - Said (2001) - Inglehart & Norris (2003)	
3	9/19	Liberal democracy, illiberal democracy, and democratic backsliding Practical Lesson: Intro to R software Discussion: Are illiberal democracies true democracies?	- MHH Chapter 5 - Zakaria (1997) - Bermeo (2016)	Deadline to choose country – Send to instructor via email
4	9/26	Autocracies and authoritarian regimes; populism Practical Lesson: How to read a regression table Class Discussion: Are Hungary and Venezuela democracies?	- MHH Chapters 6, 7 - The Economist (2021) - Human Rights Watch (2013)	
5	10/3	Presidential, Parliamentary, and Semi-Presidential Systems Practical Lesson: Data Analysis and Visualization in R using WVS data Discussion: Presidentialism vs. Parliamentarism	- MHH Chapter 8 - Linz (1990)	
6	10/10	Bicameral vs. Unicameral Legislatures Discussion: Advantages and disadvantages of second chambers	- MHH Chapter 9 - Russell (2001)	Midterm exam - In class

Class	Date	Topic/s	Required Readings	Assignment Due
Section 3: Parties, Elections, and Political Behavior				
Political Parties and Party Systems				
7	10/17	<p>Practical Lesson: Data Visualization in R using the Chapel Hill Expert Survey</p> <p>Discussion: Two-party vs. multiparty systems. What's better for democracy?</p>	<ul style="list-style-type: none"> - MHH Chapter 15 - Abou-Chadi (2016) - Spoon & Kliver (2019) 	
Ideology and Public Opinion				
8	10/24	<p>Practical Activity: U.S. vs. international ideological quiz</p> <p>Discussion: Big 5 personality traits and ideology</p>	<ul style="list-style-type: none"> - Malka et al. (2019) - Gerber et al. (2011) 	
Elections and Electoral Systems				
9	10/31	<p>Practical Activity: Simulation of electoral systems</p> <p>Discussion: Majoritarian vs. proportional electoral systems</p>	<ul style="list-style-type: none"> - MHH Chapter 14 - The Economist (2015) 	
10	11/7	<p>Electoral and Non-Electoral Political Participation</p> <p>Discussion: Different types of protest</p>	<ul style="list-style-type: none"> - MHH Chapter 13 - Tufekci & Wilson (2012) - Sønderkov et al. (2020) 	
11	11/14	<p>Social and Group Identities</p> <p>Discussion: Ethnic and religious parties in liberal democracies</p>	<ul style="list-style-type: none"> - Huddy (2013) - West (2017) - Foreign Policy (2020) - The Atlantic (2018) 	<p>Country Analysis Paper Due <u>Thu, November 17</u></p>
11/21	Thanksgiving week – No class			
Section 4: Comparative Political Economy				
Political Economy and Globalization				
12	11/28	<p>Practical Lesson: Experimental designs in political science</p> <p>Discussion: Globalization, deglobalization, and populism</p>	<ul style="list-style-type: none"> - MHH Chapter 18 - Hiscox (2006) - The Economist (2017) 	<p>Data Analysis Paper Due <u>Fri, December 2</u></p>
13	12/5	Course recap. Review for final exam.		<p>Extra Credit Paper Due <u>Mon, December 5</u></p>
Final exam date and time TBD				

The instructor may change the course schedule at any time throughout the term. You will be given sufficient notification of any changes